

Grade

4

**meap**<sup>TM</sup>  
Michigan Educational Assessment Program

# *Item Descriptors*



***READING***  
***FALL 2012***

**MICHIGAN STATE BOARD OF EDUCATION  
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

***NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.***

Copyright© 2012, by the Michigan Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Michigan Department of Education.

Portions of this work were previously published.

Printed in the United States of America.

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART X

### PAIRED READING SELECTIONS

**DIRECTIONS:**

In this part, you will read two selections and answer multiple-choice questions. You may look back at the selections as often as needed.

You must mark all of your answers in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

**Selection:** Paired Reading #1**Type:** Informational**Genre:** News Article

- 1 R.WS.03.08:** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Determine word meaning using context.

- A** correct
- B** incorrect meaning
- C** incorrect meaning
- D** incorrect meaning

- 2 R.IT.03.01:** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

Identify source.

- A** encyclopedia
- B** book of short stories
- C** correct, social studies book
- D** science magazine

- 3 R.IT.03.02:** identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution

Identify organizational pattern.

- A** sequential
- B** compare and contrast
- C** correct, descriptive
- D** problem and solution

- 4 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify alternative title.

- A** correct
- B** minor detail
- C** inaccurate information
- D** minor detail

- 5 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare characters.

- A** no support for this comparison
- B** correct
- C** no support for this comparison
- D** no support for this comparison

- 6 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify correct sequence of events.

- A** incorrect sequence
- B** incorrect sequence
- C** incorrect sequence
- D** correct

- 7 R.NT.03.04:** explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.

Analyze how author supports idea.

- A** does not support idea
- B** correct
- C** does not support idea
- D** does not support idea

- 8 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Analyze best support for conclusion.

- A** no support for this conclusion
- B** no support for this conclusion
- C** correct
- D** irrelevant detail

**Selection:** Paired Reading #2**Type:** Narrative**Genre:** Realistic Fiction

- 9 R.WS.03.08:** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Identify synonym.

- A** correct
- B** incorrect meaning
- C** incorrect meaning
- D** incorrect meaning

- 10 R.NT.03.02:** identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.

Analyze author's purpose.

- A** to persuade
- B** to give a warning
- C** to explain
- D** correct, to entertain

- 11 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify problem.

- A** no support for this problem
- B** correct
- C** detail irrelevant to problem
- D** no support for this problem

- 12 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Infer lesson.

- A** possible inference but not best choice for lesson
- B** correct
- C** no support for this lesson
- D** no support for this lesson

- 13 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail.

- A** correct
- B** no support for this detail
- C** no support for this detail
- D** event in selection but not relevant to question

- 14 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail missing from selection.

- A** detail right there in selection
- B** detail right there in selection
- C** detail right there in selection
- D** correct

- 15 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Draw conclusion.

- A** no support for this conclusion
- B** no support for this conclusion
- C** correct
- D** no support for this conclusion

- 16 R.NT.03.03:** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Infer theme.

- A** no support for this theme
- B** correct
- C** minimal support for this theme
- D** minimal support for this theme

Students saw the instructions in the box below before they began this section.

**CROSS-TEXT QUESTIONS**

**DIRECTIONS:** The following questions ask about **both** of the selections you read in this part of the test. You may look back at both selections as often as needed to answer the questions.

**Selection:** Paired Readings #1 and #2 (Cross-Text)

**Type:** Pair of Informational and Narrative

**Genre:** News Article + Realistic Fiction

- 17 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare characters across selections.

- A** applies to only one selection
- B** correct
- C** applies to only one selection
- D** applies to only one selection

- 18 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare ideas across selections.

- A** true for one selection, not the other
- B** correct
- C** comparison not true for either selection
- D** true for one selection, not the other

- 19 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare how characters across selections realized value of ideas.

- A** correct
- B** applies to only one selection
- C** applies to only one selection
- D** applies to only one selection



- 20 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare characters across selections.

- A** applies to only one selection
- B** applies to only one selection
- C** applies to only one selection
- D** correct

- 21 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Compare changes.

- A** applies to only one selection
- B** correct
- C** no support for this change in either selection
- D** applies to only one selection

- 22 R.CM.03.03:** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Draw conclusion across selections.

- A** no support for this conclusion in either selection
- B** possible conclusion from one selection
- C** possible conclusion from both selections but not best choice
- D** correct

Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART X

### INDEPENDENT READING SELECTION

**DIRECTIONS:**

In this part, you will read one selection and answer multiple-choice questions and one written-response question. You may look back at the selection as often as needed.

You must mark all of your answers and write your written response in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

For the written-response question:

Write your response on the lines in your **Answer Document**. If you erase, be sure to erase completely. Answer the question as completely as you can.

You may **NOT** use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

**Selection:** Independent Reading**Type:** Informational**Genre:** News Article

- 23 R.WS.03.08:** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Determine meaning using context.

- A** incorrect meaning
- B** correct
- C** incorrect meaning
- D** incorrect meaning

- 24 R.IT.03.01:** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

Evaluate characteristic of genre.

- A** correct
- B** characteristic irrelevant to genre
- C** characteristic applies to all genres
- D** characteristic not specific to this genre

- 25 R.IT.03.03:** explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas

Identify reason for author's choice of title.

- A** no support for this reason
- B** correct
- C** no support for this reason
- D** no support for this reason

- 26 R.IT.03.03:** explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas

Analyze purpose of picture.

- A** no support for this purpose
- B** misinterpretation of picture
- C** no support for this purpose
- D** correct

- 27 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Analyze main idea.

- A** misunderstanding of selection
- B** misunderstanding of selection
- C** correct
- D** opinion, not main idea

- 28 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail.

- A** detail related but does not answer question
- B** detail applies to another example
- C** correct
- D** misunderstanding of selection

- 29 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail.

- A** no support for this detail
- B** no support for this detail
- C** misunderstanding of selection
- D** correct

- 30 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail.

- A** no support for this detail
- B** detail is related but not best choice
- C** no support for this detail
- D** correct

The instructions in the box below preceded this section.

**DIRECTIONS:** Write a response to the question below on the lines in Day X, Part X of your **Answer Document**. You can write notes in this test booklet, but only the writing in your Answer Document will be scored. No extra sheets may be used. You may look back at the selection as often as needed.

- 31 R.CM.03.02:** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Write a response explaining how to do something using three details from the selection.





4th

5th

6th

7th

8th



*Bureau of Assessment and Accountability (BAA)*  
*Michigan Educational Assessment Program (MEAP)*  
*Phone: 1-877-560-8378*  
*Website: [www.michigan.gov/meap](http://www.michigan.gov/meap)*  
*Email: [baa@michigan.gov](mailto:baa@michigan.gov)*